

Programme 9A.†

L<sub>2</sub>

( September to December, 1922.  
January to March, 1922, in the Dominions.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

#### FORM II. (A and B).

PUPILS' NAMES.....

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#### Bible Lessons.

In all cases the Bible text must be read and narrated first.

A & B *The Bible for the Young*, by Dr. Paterson Smyth (A.P.C.K., Vol. III., P.N.E.U. Office, 1/6): (a) *Joshua and Judges*, Lessons 1-8, (b) *St. Mark's Gospel*, Lessons 1-8. Teacher to prepare beforehand and to use Bible passages in teaching, and to add such comments (from Paterson Smyth, say,) as will bring the passage home to the children. Children may use (c) S.P.C.K. *Bible Atlas* (1/3).

Sunday Reading (optional): *How to Use the Prayer Book*, by Mrs. Romanes (Longmans, 2/-). *Bengali Schooldays*, by D. S. Batley (S.P.C.K., 1/3). Mrs. Frewen Lord's *Westminster Abbey* (Sampson Low, 1/6). *The Children's Year* (Church Seasons), by the Rev. G. R. Oakley (S.P.C.K., 3/6). *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). (e) *Helps to the Study of the Bible* (Oxford Press, 2/-).

Sunday occupations: The Century Books. Mottoes in beautiful lettering.

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6). For New Testament, a Gospel in suitable portions. *A Boy's Book of Prayer*, by A. Devine (Methuen, 2/-).

† The 94th term of work set since the Parents' Union School began.



#### Writing.

- A & B *A New Handwriting*\* (very important), by M. M. Bridges (P.N.E.U. Office, 5d. a card): practise card 3. Transcribe, with card 6 as model, some of your favourite passages from Shakespeare's *King John*, or, Tennyson's *The Foresters*. Two perfectly-written lines every day.

#### Dictation.

- A & B Two pages at a time to be prepared carefully: then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

#### Composition (written and oral).

- A Stories from work set in (a) Citizenship and Reading, or, (b) events of the day, etc. Occasional letters with family news.  
B Stories from reading. Children in B who cannot write easily may narrate part.

#### English Grammar.

Parse and point out Subjects, Verbs, Objects.

- A Meiklejohn's *Short English Grammar*\* (2/-), pp. 52-64; 124-135.  
B *Short English Grammar*\*, pp. 1-9, teacher adding exercises.

#### English History.

- A & B *A History of England*\*, by H. O. Arnold-Forster (Cassell, 8/6), pp. 131-201 (1154-1307). Black's History Pictures (2/6 a set), may be used.  
A Scott's *Tales of a Grandfather* (University Press, 2/3), pp. 66-106.

#### French History.

- A *A First History of France*\*, by L. Creighton (Longmans, 5/-), pp. 45-81, to be contemporary with English History. Evans' *Political War Map of Europe, Asia, Africa*\* (4d.).  
B *Stories from French History*, by E. C. Price (Harrap, 5/-), pp. 18-66.

#### General History.

- A *The British Museum for Children*\*, by Frances Epps (P.N.E.U. Office, 3/6), chapter 12. Teacher study preface. Keep a book of Centuries (P.N.E.U. Office, 2/6), putting in illustrations from all the history studied during the term. *The Ancient World*\*, by A. Malet (Hodder & Stoughton, 5/-), pp. 82-101.

#### Citizenship.

- A North's *Plutarch's Lives: Brutus*\* (Blackie, 1/-). *A Pronouncing Dictionary of Mythology and Antiquities* (Walker, 1/6); very important. *Classical Atlas* (Dent, 2/6). *The Citizen Reader*\*, by H. O. Arnold-Forster (Cassell, 2/6), pp. 120-161.  
B *Stories from the History of Rome*\*, by Mrs. Beesly (Macmillan, 2/6), pp. 93-114.

#### Geography.

- A The Ambleside Geography Books, Book III.\* (4/-), pp. 213-240.  
B Book III.\*, pp. 65-102.  
A & B *Round the Empire*\*, by Sir George Parkin (Cassell, 3/-), pp. 214-244. *Our Sea Power*\*, by H. W. Household (Macmillan, 2/-), pp. 74-93. Philips' *Atlas of Comparative Geography* (new edition, 3/6). Map questions to be answered from map in Geography Book and then from memory before each lesson. All Geography to be learnt with map. Children to make memory maps; see also tests under *Scouting*. Teacher may find *Outdoor Geography*, by H. Hatch (Blackie, 3/-) useful.

#### Natural History, etc.

- A & B *The Sciences*\*, by E. S. Holden (Ginn & Co., 4/-), pp. 34-71 (children should make the experiments where possible). Keep a Nature Note-book (P.N.E.U. Office, 6d., and see *Home Education*). Make special studies for August to December with drawings and notes: *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), or, *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6), may be used. [Furneaux's *Nature Study Guide* (Longmans, 6/6), may also be used for reference for outdoor work.] See also tests under P.U.S. *Scouting*, *Parents' Review*, June, 1920.  
A *Life and Her Children*\*, by Arabella Buckley (Macmillan, 6/-), pp. 269-301.  
B *Life and Her Children*\*, pp. 66-102.

#### Picture Study.

- A & B Reproductions\* of six pictures by Dürer (P.N.E.U. Office, 2/-). Teachers see notes in the September *Parents' Review*, 1922.

#### Arithmetic.

- Teacher should use *The Teaching of Mathematics*, by I. Stephens (P.N.E.U. Office, 6d.).  
A *A New Junior Arithmetic*\*, by Bompas Smith (Methuen, 4/-), pp. 79-85, 94-96. Much care with tables and rapid oral work.  
B *A New Junior Arithmetic*\*, pp. 1-13; 19-25 (additional examples), or continue.  
Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).



**Practical Geometry.**

- A *Lessons in Experimental and Practical Geometry*,\* by Hall and Stevens (Macmillan, 2/-), pp. 1-22, § III. *The School Set of Mathematical Instruments* (Macmillan, 2/-).

**Latin.**

- A Scott and Jones' *First Latin Book* (Blackie, 2/6), pp. 1-21, each lesson to be followed by narration,  
or, *Young Beginners' First Latin Book*\* (Murray, 2/6), pp. 8, 9, 10, 24-27; with corresponding exercises, questions, and vocabularies.

**French.**

- A Siepmann's *Primary French Course*,\* Part I. (Macmillan, 3/-), Lessons 23-26 inclusive, with grammar and exercises.  
B Siepmann's *Primary French Course*,\* Part I. (Macmillan, 3/-), Lessons 4-6 inclusive, with grammar and exercises.  
A & B *French Songs*, by Violet Partington (Dent, 9d.). Teacher study Siepmann's preface. Teacher read Lesson aloud, translating with the children's help, and children afterwards narrating in French.

**Drawing.**

- A & B Six (a) wild fruits, (b) studies of animals, that you have been able to watch, in brushdrawing. Christmas cards. Original brushdrawings from scenes in books set for reading. Paint-box with specially chosen brush and colours (P.N.E.U. Office, 3/-)\*: pencil must not be used. *What to Draw and How to Draw It* (Skeffington & Son, 3/6).

**Recitations.**

- A & B Psalm 33, and two suitable passages of about twelve verses each from (a) *Joshua*, (b) *St. Mark's Gospel*. Two Christmas hymns. A scene from Shakespeare's *King John*, or, from *The Foresters*. Two poems from *A Book of Verse*, edited by Sir Henry Newbolt (Bell, 2/-).

**Reading (including holiday and evening reading).**

- A & B Books set for Geography, History and Recitations should afford exercise in careful reading.  
Tennyson's *The Foresters* (Macmillan, 4/6), optional.  
Shakespeare's *King John*\* (Blackie; Plaintext Edition, 7d.).  
A Scott's *The Talisman*\* (Dent, 2/-). Bulfinch's *Age of Fable*\* (Dent, 2/-), pp. 277-304.  
B *The Heroes of Asgard*\* (Macmillan, 5/-), pp. 59-108. *The Prince and the Page*,\* by Charlotte Yonge (Macmillan, 3/-).

**Music.**

Continue *Child Pianist* (Curwen & Son); teacher using the *Teacher's Guide* (revised edition, 7/6).

**Musical Appreciation.**

Programme of Music (Brahms) to be heard: *Parents' Review*, September, 1922. [Questions will be set on this subject.] *The Book of the Great Musicians*, by P. Scholes (Oxford Press, 4/6), may be used.

**Singing.**

Two English songs from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 1/9 each,\* complete with music 6/-). Two French songs. *A Book of French Songs* (treble only, Blackie, 7d. each), may be used. *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 21, 22, inclusive (Curwen & Son, 2/6). Teacher use also *Ten Minutes' Lessons in Sight-Singing*, lessons 38, 40 (Curwen, 2/6).

**Drill.**

*Syllabus of Physical Exercises* (Eyre & Spottiswoode, 1/6), four tables. *Ball Games and Breathing Exercises*, by Alice R. James (Longmans, 1/9). *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. *Peasant Dances and Songs of Many Lands*, by Mrs. Kimmins (Evans, 7/6). Skipping. Ex-Students take House of Education Drills. Teacher would find useful *How to Teach School Dances* (Evans, 4/6).

**Work.**

Help in house or garden. Make Christmas presents. Provide some entertainment or a Christmas tree for poor children. Sloyd: Heaton's *Cardboard Modelling* (Newman, 6/-): make four models. (Materials from Arnold & Son, Butterley St., Hunslet Lane, Leeds.) *The Little Girl's (a) Sewing Book, (b) Knitting Book* (R.T.S., 2/- each), *Constructive and Decorative Stitchery*, by L. G. Foster (3/6); teacher read letterpress with discretion. Children make a garment (see the needs of the "Save the Children Fund," address: 29 Golden Square, Regent Street, W. 1.) Boys and girls mend clothes from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. See also tests under *Scouting* (*Parents' Review*, 1920). Teacher would find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-).

\* In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able.



N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form.

N.B. 2.—Each child in A and B should have a copy of all books, etc., marked \* and a set of the Pictures and materials. *One* copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination 1/6 for 4 quires (*not less*); special clipped book post envelopes, one for the two journeys, 4d. for 3. Also the School Badge (4/6), School Hat Band (2/6), and Ribbon 2/3 a yard. Badges stencilled in washing colours on pale blue linen may also be obtained, 4½d. unmounted, 6d. mounted.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—All letters *re* School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

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FORM II., (A & B).

PUPILS' NAMES .....

Bible Lessons

- I. A & B 1. (a), "Be of good courage." (b), "By faith the walls of Jericho fell down." (c), "Now therefore make a league with us." Tell the whole story in two cases.
2. "Achan . . . . took of the accursed thing." Tell the story and say what lessons we may learn from it.
- A 3. Tell the story of the battle of Bethhoron. Explain, as far as you can, "Sun, stand thou still."
- II. A & B 1. Describe the calling of the first disciples. How did our Lord do the work of the Kingdom? How may we help?
2. (a), "Let the children first be filled." (b), "I see men as trees walking." (c), "It is I, be not afraid." Tell the whole story in two cases.
- A 3. How came the Gospels to be written? What do you know of St. Mark?

Writing.

Write (A), 4, (B), 2 lines of poetry from memory.

Dictation (unprepared).

*Life and Her Children —*

- A Page 201,—“Yet . . . sun.”
- B Page 215,—“The crickets . . . . out.”

Composition.

1. An account, in prose or verse (not doggerel), of one of the following,—An autumn day, Camilla, Heimdall.
2. Describe a scene from (a), *King John* in which Constance appears, or, (b), from *The Foresters* in which Robin Hood appears.



3. Write about one of the meetings in the desert described in *The Talisman*, or describe your favourite scene from *The Prince and the Page*.

#### English Grammar.

- A 1. Analyse, parsing the words in italics,—  
 “My golden spurs *now bring to me*,  
 And bring to me my *richest* mail,  
 For to-morrow I go *over* land and sea  
 In search of the Holy Grail.”
2. Show, in sentences, the prepositions that should follow,—confide, agree, bestow, boast, change, different.
3. Use, in sentences, the comparative and superlative of,—fat, interesting, blue, few, many, merry.
- B 1. Pick out subjects and predicates in lines 2 and 3 above, and parse each word in line 1.
2. Show, in sentences, that the following words may be either nouns or verbs,—roar, grunt, sleep, box, cart, cut.

#### English History.

- A & B 1. Describe the signing of Magna Charta, and mention some of the great things it secures for Englishmen.
2. What do you know of Peter the Hermit? Mention two kings who took part in the First Crusade, and say what you know of each.
- A 3. Write a short account of Sir William Wallace.

#### French History.

- A 1. What do you know of the education of St. Louis? Describe his character.
2. Give an account of St. Louis' first Crusade.
- B 1. What do you know of (a), Charlemagne at Aix-la-Chapelle, (b), Château Gaillard?
2. Give a short account of “The Lady Blanch.”

#### General History.

- A 1. What may we learn about (a) Nebuchadnezzar from the Indian House Inscription, and, (b), Cyrus from the tablets in the Museum?
2. How has the position and conformation of Greece influenced its history? Mention some of the Greek gods and heroes.

#### Citizenship.

- A 1. Why did Caesar honour and esteem Brutus?
2. Give an account of the meeting of Brutus and Cassius at Sardis, or at Smyrna.
3. Draw the Union Jack and explain its meaning. What do you understand by *rates* and *taxes*?
- B 1. Tell the story of the taking of Rome.

#### Geography.

- A 1. Draw a map of Cornwall, putting in the boundaries, towns and chief physical features.
2. Describe, (a), a visit to London, (b), the Cornish Moors, (c), Land's End.
3. Write a short account of the first English Colonies. What does England do for India? How does India help England?
4. Describe Ceylon.
- B 1. Describe the Peak District, the salt-beds of Cheshire, the Bristol Channel.
2. Tell the story of Admiral Byng.
3. What do you know of Singapore, Sarawak and Rajah Brooke, Hong-Kong?

#### Natural History.

- A 1. Describe, with a diagram, a section of an ant's nest and the work that goes on inside.
2. Explain the construction and use of a telescope.
- A & B 3. Make a list of twelve wild fruits you have found and describe three of them.
- B 1. Describe a star-fish. How does it walk? How does a sea-anemone obtain its food?
2. Can you explain what is meant by,—the full moon, the new moon, the rising and setting of the sun?

#### Picture Study.

Describe Dürer's,—

A & B “Adoration of the Magi.”

#### Arithmetic.

- A 1. Reduce to £ s. d., £3.247, and bring to the decimals of a pound, 15s. 4½d. and £8 11s. 4d.
2. From the sum of .0251 and 2.37 subtract the difference between 2 and .059.
- B 1. Jones has £15 : 19 : 10, Smith has half as much, Thomas has half as much as Smith. How much have they all together?
2. A shopman sold walnuts at 8 a penny. He took £1 : 7 : 4. How many walnuts did he sell?
3. Work, in the shortest way you can, £1085 2s. 6½d., (a), × 225, (b), × 108.

#### Practical Geometry.

- A 1. Write down four facts about straight lines.
2. Draw the ground plan of a room 40 feet wide by 20 feet, making 1" represent 10 feet. Find as nearly as you can the actual distance between two opposite corners.

#### Latin.

- A 1. Write six sentences of a letter from a general to Caesar.
2. Translate into Latin § 8 A, page 69, 10 sentences, or, 1. Decline, singular and plural, — *rapidum flumen*; *magnus dux*; *melior*; *melius*; *bonus puer*.
2. Translate into Latin,—they may hear, we might rule; I had heard, he will hear, they were ruling.



French.

- A 1. Describe, in French, picture 23.  
2. Narrate, in French, "Le Crapaud."  
3. Use, in sentences,—*moi, toi, lui, nous, vous, eux*, as direct objects.
- B 1. Describe, in French, the picture on page 6.  
2. Make sentences using,—*du, de la, des, il y a, y a-t-il?*

Drawing. (Paper must be cut to "Cambridge" size.)

- A & B 1. An illustration from *King John*.  
2. Blackberries or crab apples growing, or any other wild fruit, (from memory).  
3. Three children dancing.

Musical Appreciation.

A & B Tell something about two of the works of Brahms you have heard this term.

Recitations.\*

Father to choose a hymn, a poem, or a scene from *King John* or *The Foresters*, and two passages from the Bible Lessons.

Reading.\*

Father to choose an unseen passage, giving marks for enunciation.

Music.\*

Examine in work done and report upon stage reached.

Singing \*

Father to choose an English, a French, and a German song, and two tonic sol-fa exercises.

Drill.\*

Drill, before parents.

Work.\*

Outside friend to examine, but list of handicrafts completed to appear on Report Form.

- N.B. 1.—Examination to begin on Monday, December 11th.  
Papers to be posted on Saturday, December 16th,  
*with no other enclosures.*
- 2.—Subjects thus indicated (\*) to be marked on the *Parents' Report* according to Regulations.
- 3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when  
(a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, or (c) the name of the *member* does not appear.
- 4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.
- 5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools.